

PRELIMINARY

OFFICE COPY

MASTER PLAN

**NEW STATE UNIVERSITY
IN EAST CENTRAL FLORIDA**

ASSOCIATED
UNIVERSITY
ARCHITECTS

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IN ASSOCIATION WITH
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STATE OF FLORIDA

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PRELIMINARY REPORT - MARCH 1965

MASTER PLAN
NEW STATE UNIVERSITY
IN EAST CENTRAL FLORIDA

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PREFACE

This interim report on the development of a comprehensive Master Plan is presented for the information of The Board of Regents, interested State Officials, and Legislative Leaders pending the presentation of the complete Master Plan during May 1965. Earlier concept drawings and developmental schematics have been reviewed on several occasions in consultation with the Board's staff and consultants, and were presented to the Board in December 1964.

Portions of the complete master development plans for the new university campus are excluded from this preliminary presentation pending the development of final definitive data in certain areas. These will be included in the completed Master Plan to be presented after definition and development of the First Phase is fully determined.

EDUCATIONAL GUIDELINES

The following general guidelines have been set by the Board of Regents, its staff, and consultants for the academic and physical plant planning of the new university to be established in east-central Florida near Orlando.

(1) The University is to be a broad based institution of higher education offering undergraduate, graduate and professional programs with primary emphasis on quality instruction. The University will open with undergraduate degree programs in (a) arts and sciences, (b) education, (c) business administration, (d) and other undergraduate programs where need can be justified.

(2) For the next ten years the primary responsibility of the University will be undergraduate studies. Masters, doctoral and professional programs will be offered as resources and needs of the State permit and justify.

(3) The University will open in 1968 with 1500 full time equivalent students at the freshman and junior levels and grow to 15,000 full time equivalent students by 1978.

(4) The keynote of physical plant planning to this point is flexibility. The plan evolving is intended to give wide latitude to final organization of the University when its first administrative team is assembled.

(5) These fundamental beliefs about learning and its environment are reflected in the planning to date:

- a. Combinations of professional and social skill are necessities for later life. Both can be taught in the concept of the residential college serving commuting and dormitory housed students.
- b. Much possibility of face-to-face contact between students

and faculty members must be built into the academic and social plan for the institution. This, we believe, is structured into the mixture of housing, academic stations and social studies.

- c. Learning is an intensely personal affair. The educational program acknowledges this and demands that physical plant planning conform to this essential.
- d. The physical plant plan must permit and encourage learning through multi-sized groups of people ranging from private study space for each student to large lecture group spaces.
- e. The library is the center of the academic universe both for faculty and student. Its location and organization are of central importance to the institution.
- f. The organization of smaller units within the University whole, i.e., residential colleges to not exceed 1500 students in each college, recognizes that learning outside the classroom is educationally significant. Here the commuter and the resident student come together with the faculty for seminars, recreation, study, eating and social events.
- g. A stimulating intellectual setting must be provided for professional contract between faculty members if the individual faculty member is to grow in his profession. This must be a primary concern during planning if the quality and quantity of faculty needed are to be attracted to the institution.

PLANNING PREMISES

The Architects have participated in an extensive process of review, research, travel and analysis of college and university campus plans within Florida and throughout the nation. This group in consultation with the Architect to the Board of Regents, together with the committee of consultants, has developed the following planning premises for the master plan and initial stages of building design development:

- (1) Master Plan and architectural design concepts must aspire to achieve a total environment that is and will remain in concert with the basic educational objectives and philosophies of the State, and within the practical means of the State's resources as they are made available for executing the campus plan.
- (2) The design concepts must acknowledge and cope with the variety of human and intangible factors of learning and educational experiences at the same time they develop from data-based logistics, standards, and factual criteria.
- (3) A comprehensive master plan for a university is not a static thing and must anticipate a process of evolution as dynamic as the university itself, undergoing continuous evaluation, re-study, modification and up-dating to incorporate changing requirements that develop during years of growth. Specific master planning criteria for the ultimate campus development must be adopted — **irrespective of many unknowns** in the future role, scope, and physical plant requirements of a new state university — and specific solutions to all identified problems must be proposed and compounded into a master plan concept.
- (4) The raison d'être of the university, however large, complex or impressive, remains **the individual student**; the significance of maintaining his identity as an individual must be emphasized architecturally and functionally if the stated educational objectives are to be fully realized.
- (5) The most valuable learning resources of the university

are its human resources: the students, the faculty and staff. Planning and design concepts for buildings and facilities must conserve those resources by providing convenience and efficiency for their functions in a stimulating learning environment.

(6) **Time and distance criteria are paramount** in developing master planning concepts that conserve human resources, while employing the economic advantages of compact campus layout, utilities distribution and building operations and maintenance. These two criteria can be met within a spacious circular plan form.

(7) There are a number of functions and facilities typical of a State University campus for 15,000 students that can be re-grouped into logical academic and/or administrative subdivisions without loss of efficiency in operation or economy in construction.

(8) Re-grouping certain functions and facilities into a series of similar college subdivisions affords many opportunities for maintaining the identity and significance of the individual student in a small college environment while he enjoys the advantages of the massive resources of fully developed monolithic institution for 15,000 students.

(9) The university must provide a solution to the needs peculiar to the commuting students to assure that the maximum educational experience is equally available to commuters and residential students alike.

(10) The large commuting student population introduces large scale problems in traffic movement and parking areas which are basic to the university's make-up, however frustrating and difficult. Their solution commands emphasis and prominence in site utilization in order to employ common time - distance - convenience criteria. The pedestrian island concept of a campus plan must be established and maintained to cope with the sheer volume of general traffic movement and parking needs if acceptable criteria for time, distance, environment, and costs are maintained.

UTILITIES

The final master plan report will contain the utilities analysis by Ebaugh and Goethe, Consulting Engineers. The preliminary master plan has been developed through conferences with the consulting engineers as to location and distribution of major utilities, power plant, sewage treatment plant and the handling of surface drainage.

Unavailability of municipal facilities for water and sewerage will require a sewage treatment plant and a water plant to be located on the site.

Preliminary conclusions indicate no particular utilities problems exist, and that this phase of work can be accomplished at a reasonable cost.

SITE

The site for the proposed new university for east central Florida is located approximately twelve (12) miles east and slightly north of downtown Orlando. The property consists of approximately 1200 acres lying east of Alafaya Trail (State Highway No. 520), and 1 $\frac{3}{4}$ miles north of State Highway No. 50. The Orange County-Seminole County line forms the north boundary of the property, commonly known as the Adamucci site.

This property is located adjacent to the Little Econlockhatchee River Drainage Basin, and is a part of the Orange County Primary Water Control Program. The Little Econlockhatchee River is within a half mile of the northwest corner of the site. An elevation differential of about 40 feet exists on the property — from the high point on the western portion to low ground at the northeast corner. There is a low area on the east portion which will serve as a drainage collection basin to channel drainage water northward to the Little Econlockhatchee.

There are a few scattered ponds and low areas throughout the property that do not appear to be a problem. These can be filled and re-graded as the need arises, or they can be deepened and developed as landscaped features of the site.

Dr. M. E. Ardaman of Orlando has made a general subsurface soil investigation of the property and found that the soils on the site offer excellent foundation material. Since the ground water level is high, an adequate periphery and interior drainage system can reduce this ground water level considerably and allow the use of normal building foundations.

The site has great natural beauty which will be carefully preserved in the overall plans for site utilization and site development. The sparse to dense growth of native trees and the several lakes offer great potential for creating one of the most attractive campuses in Florida. The Associated University Architects have been greatly influenced by this factor and their final master plan report will contain a master landscape plan developed by Wallis-Stresau, Landscape Architects to assure the site's great natural beauty will be preserved and enhanced by the university's design and development plans.

DESIGN CONCEPTS

(1) By generally accepted standards the new university is endowed with a generously sized site. The nearly 1200 acres of land permits the development of a site utilization plan predicated on the most economical means of site development. It also affords the university the opportunity of developing its site toward the desirable optimum environment within, while remaining safely removed and adequately buffered from surrounding land. The generous area of site, however, cannot be used extravagantly if long-range contingencies in site development are to be met. The total area of land allocated to buildings in the campus core therefore, should be limited to that area meeting time and distance criteria for the campus — approximately 190 acres.

(2) A campus designed in sympathy with the human pedestrian rather than the automobile is essential to create the educational environment aspired to in the educational guidelines. It can succeed however, only as it controls and solves vehicular traffic and parking problems, controlling by setting the limits and locations of their intrusions consistently, logically, and conveniently.

(3) A pedestrian island, inviolate from all general traffic and parking can be created with specific routes for controlled emergency and service traffic movement along broad paved pedestrian boulevards. A circular form of pedestrian island, ringed by access roads and parking areas, permits more than 11,000 cars to be located within eight (8) minutes walking time of the very center of the pedestrian island. Convenience to major buildings near the heart of the campus can be served by access drives penetrating the pedestrian island to loading - unloading stations at four major locations within three minutes walking time of the heart of the campus.

(4) A campus building area so spacious as a pedestrian island of 190 acres must be designed with great emphasis on and sensitivity to the scale of individual pedestrians. Variety and diversity in form, line, and spacial relationships can be employed within a circular composition to create widely varying functional and economical building forms and masses. Pedestrian arteries flowing and meandering between relatively densely developed building sites should converge upon and open out into a broad esplanade of space at the center of the university, dominated by the Library - Learning Resources Center. Other major buildings i.e., Administration, University Student Center, Auditoriums, can serve as the foci of the pedestrian boulevards forming the Library esplanade.

(5) The campus building area should be subdivided into precincts or neighborhoods serving the disciplines and departments that are logically grouped together. The major academic subdivisions indicated on the Building Area Plan are:

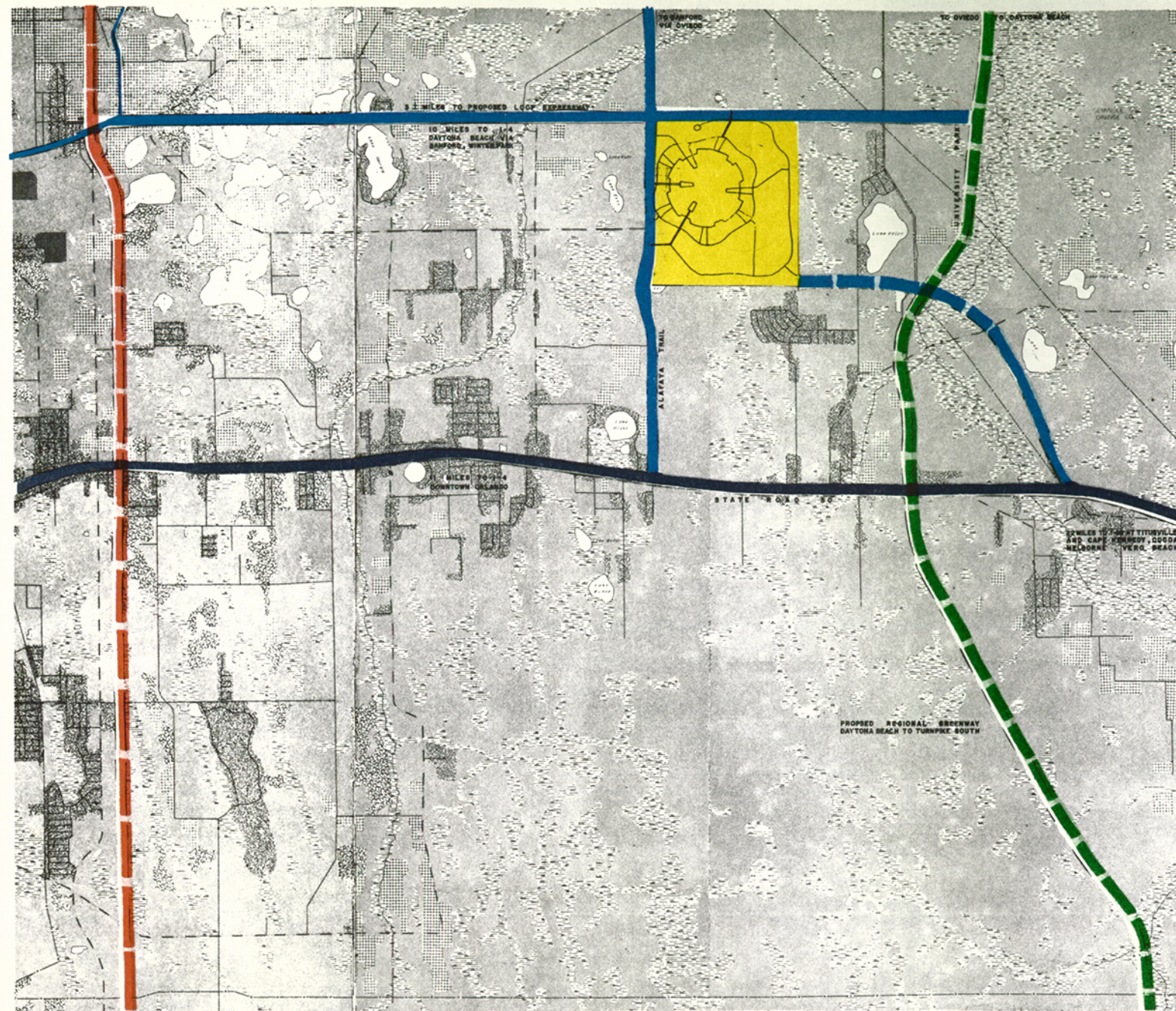
- a. Arts and Humanities
- b. Social Sciences and Behavioral Sciences
- c. Mathematics, Natural Sciences, Planetary Sciences and Engineering Sciences

These three academic subdivisions are each dominated by a lecture center near the core of the campus that will relate closely to the Library - Learning Resources Center and its services. Buildings located in these academic neighborhoods will be all or largely special purpose building types, i.e., laboratory - type facilities with little if any general classroom spaces which are provided in the outer ring of residential colleges. Much variety in size, shape and form of building is anticipated within each. The

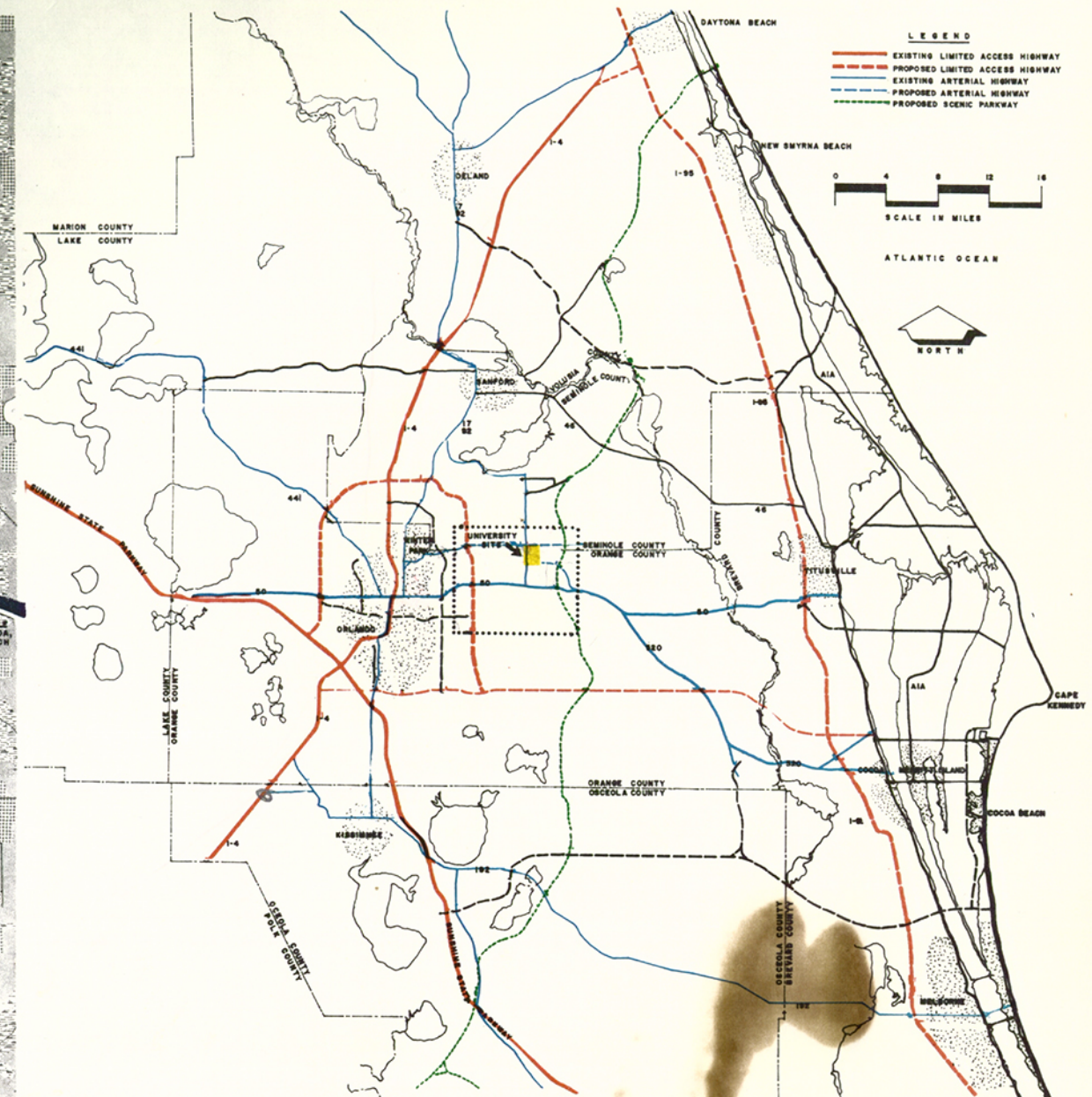
height of building masses will vary from two stories near the outer perimeter to approximately six near the inner core.

(6) Gross Building Area required for the ultimate enrollment of 15,000 FTE students has been projected to an estimated 3,000,000 to 3,250,000 sq. ft., exclusive of dormitory space. The circular plan form generates a generous allocation of approximately 160 acres within optimum time and distance criteria, on which will be constructed 75 acres of building floor space ultimately. In view of the economics inherent to compact multi-storied air-conditioned buildings, the density of ground coverage by buildings appears certain to permit the development of an attractive and economical complex of buildings.

(7) The ten college areas comprising the outermost zone of the pedestrian island should provide all those academic administrative and student service facilities which can be re-grouped logically for approximately 1500 students each without loss in economy of construction, operation, and administration. Within these college areas will be provided the smaller scaled facilities essential to maintaining the individual student's identity in group sizes recommended in the educational guidelines. The combinations of academic, administrative and student services facilities proposed are diagrammed on the Typical Two College Unit Plan.



VICINITY PLAN - ROADS AND TRAFFICWAYS



EAST CENTRAL FLORIDA STATE UNIVERSITY



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MARCH, 1965



SEMINOLE COUNTY
ORANGE COUNTY



0 400 800 1,200

ALAFAYA TRAIL

LAKE PRICE

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MARCH, 1965

SITE

- 180 ACRES BUILDING
- 130 ACRES PARKING
- 70 ACRES MARRIE
- 270 ACRES UNCOM
- 280 ACRES PHYS.
- 30 ACRES EXISTING
- 20 ACRES ARBOR

TOTAL 1000 ACRES

WALKING DISTANCE IN MINUTES (1800 FEET)

3 4 5 6 7 8

1800' (5 MIN) 46 ACRES
 2112' (6 MIN) 78 ACRES
 2640' (8 MIN) 126 ACRES
 3170' (12 MIN) 180 ACRES
 3895' (14 MIN) 245 ACRES
 4224' (16 MIN) 328 ACRES
 4752' (18 MIN) 405 ACRES

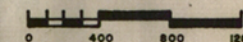
TIME : DISTANCE : ACREAGE SCALE
 1 MINUTE = 264'

0 400 800 1200

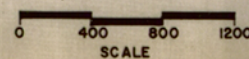
TOTAL 1000 ACRES



NORTHWEST



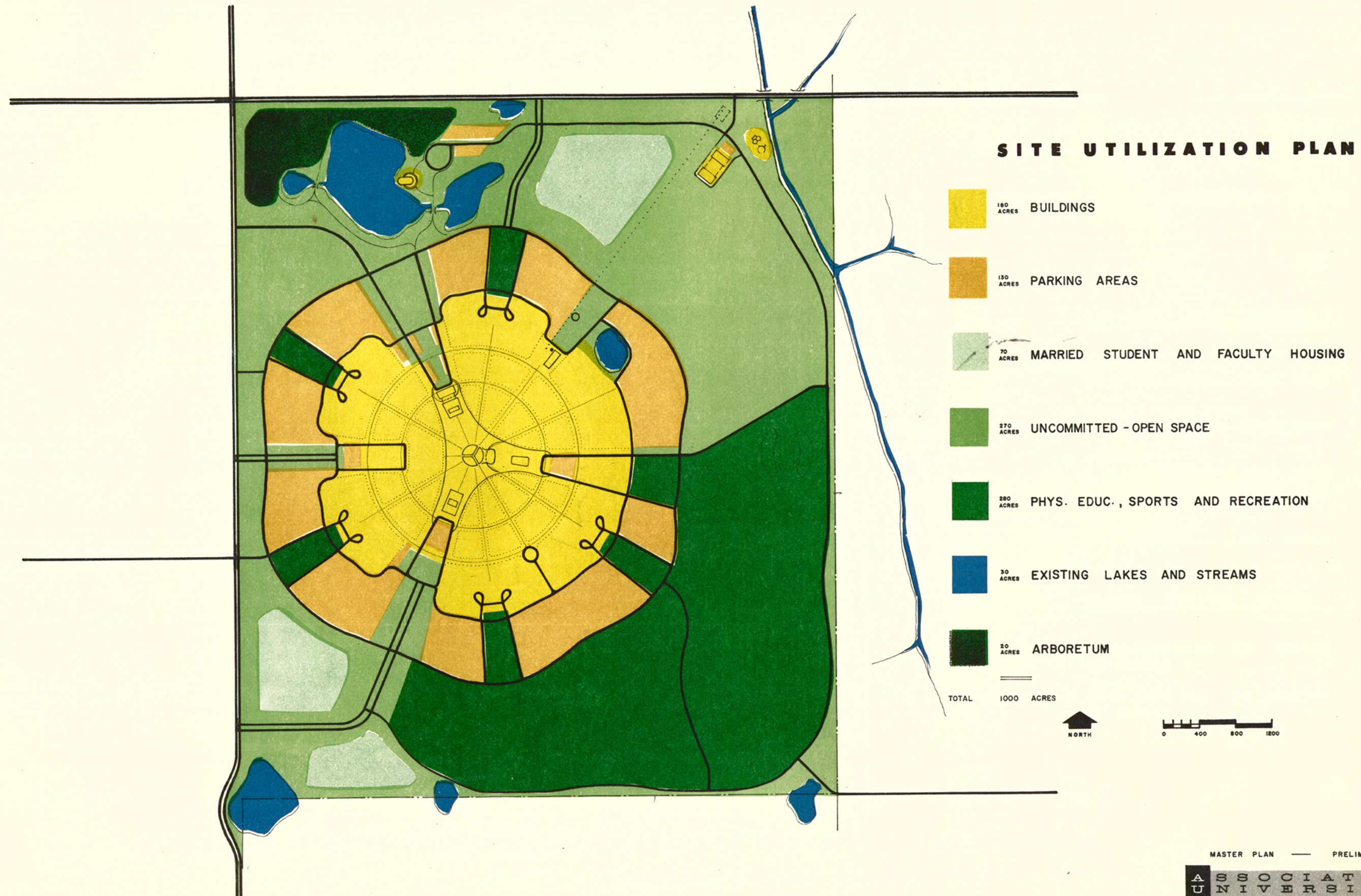
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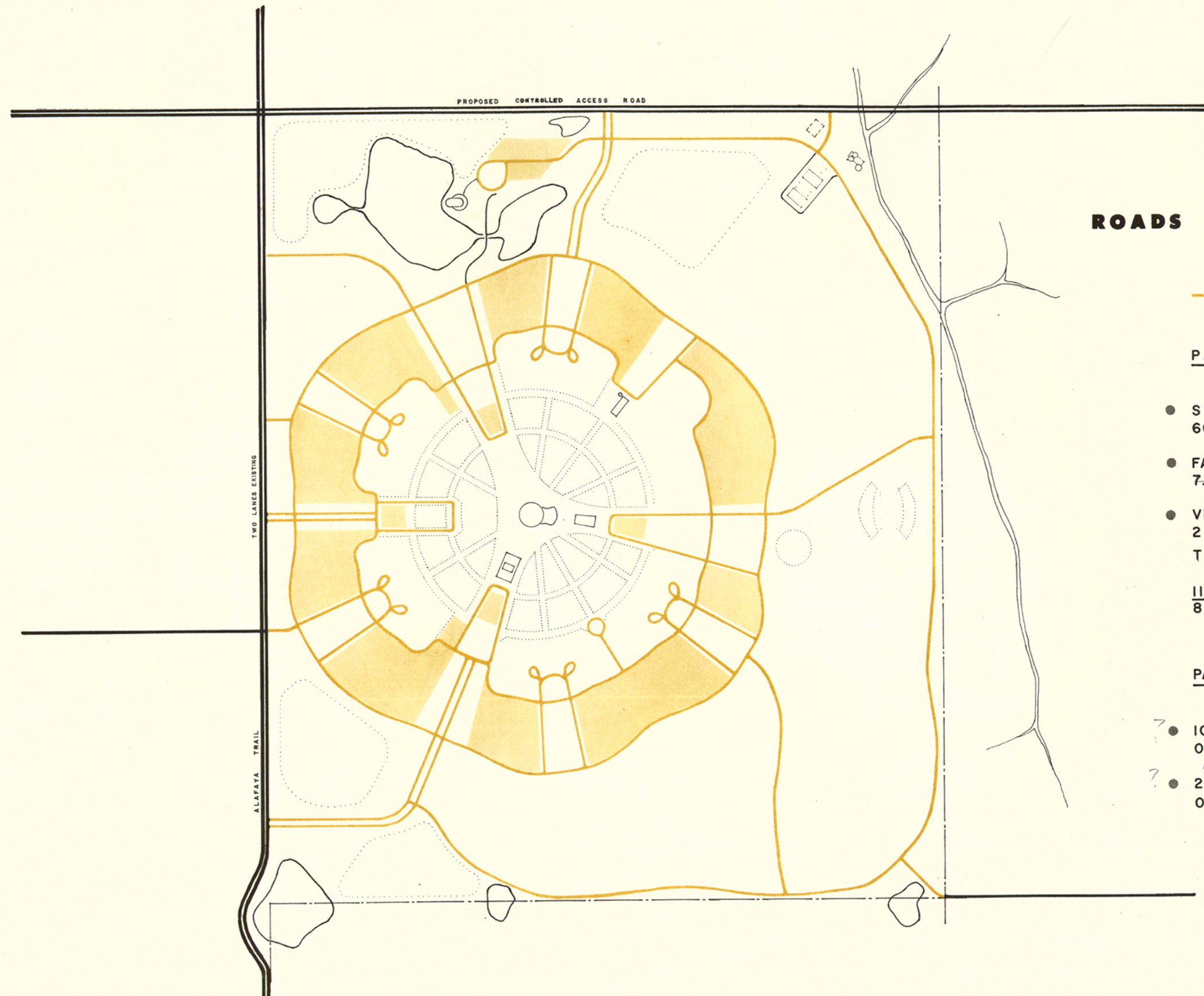


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ROADS AND PARKING PLAN

— ACCESS ROADS ■ PARKING AREAS

PARKING AREA CRITERIA :

- STUDENTS
60 % OF 15000 = 9000 CARS
- FACULTY AND STAFF
7.5 % OF 15000 = 2000 CARS
2500
- VISITORS
2 % OF 15000 = 300 CARS
- TOTAL 11300 CARS

11300 CARS
85 CARS/ACRE = 130 ACRES

PARKING DISTANCE CRITERIA :

- 10 MINUTES (MAX) TO CENTER OF CAMPUS
- *1/2 mi* 2640 FEET MAX TO CENTER OF CAMPUS



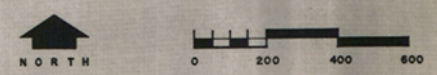
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A U N I V E R S I T Y
A R C H I T E C T S

MARCH, 1965

PEDESTRIAN CIRCULATION AND SERVICE TRAFFIC PLAN

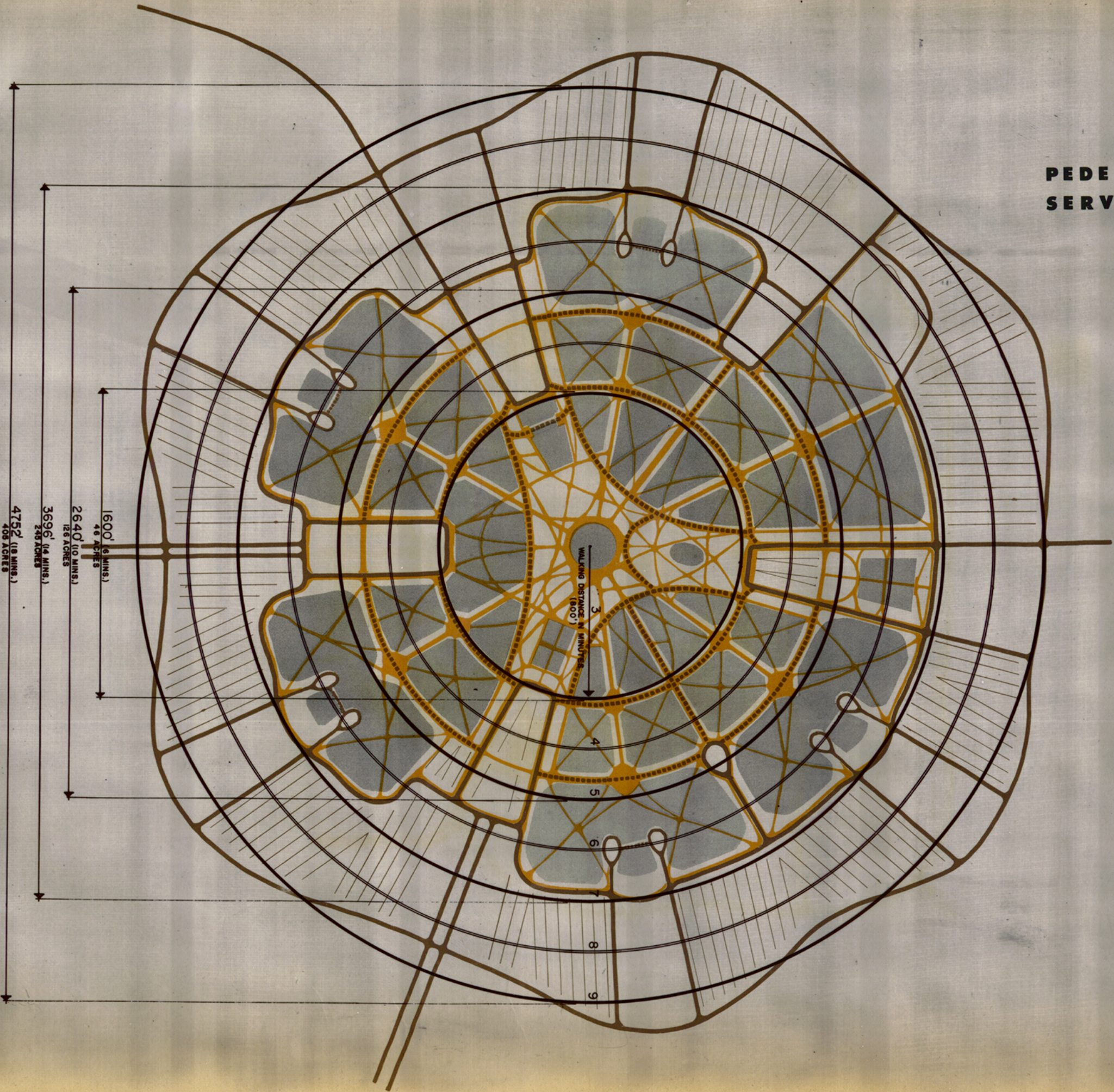
- PEDESTRIAN CIRCULATION
- SERVICE AND EMERGENCY TRAFFIC
- BUILDINGS SITES
- GENERAL AUTO TRAFFIC



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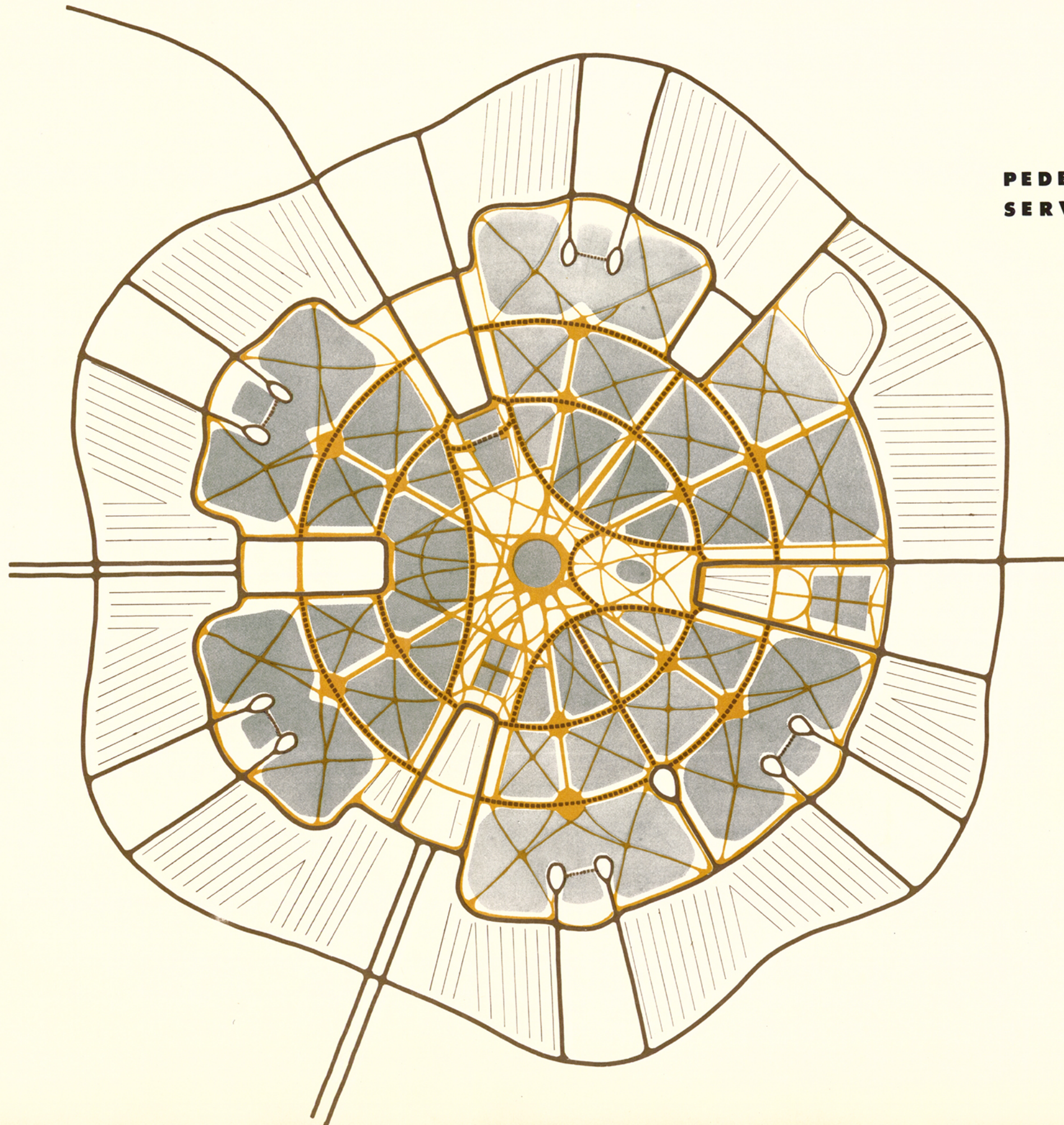
TIME-DISTANCE-ACREAGE SCALE
1 MINUTE = 264'

0 200 400 600 800 1000 1200
SCALE

1600' (6 MINS.)
48 ACRES
2640' (10 MINS.)
126 ACRES
3696' (14 MINS.)
248 ACRES
4752' (18 MINS.)
408 ACRES

WALKING DISTANCE IN MINUTES
(1800')

PEDESTRIAN CIRCULATION AND SERVICE TRAFFIC PLAN



- PEDESTRIAN CIRCULATION
- SERVICE AND EMERGENCY TRAFFIC
- BUILDINGS SITES
- GENERAL AUTO TRAFFIC

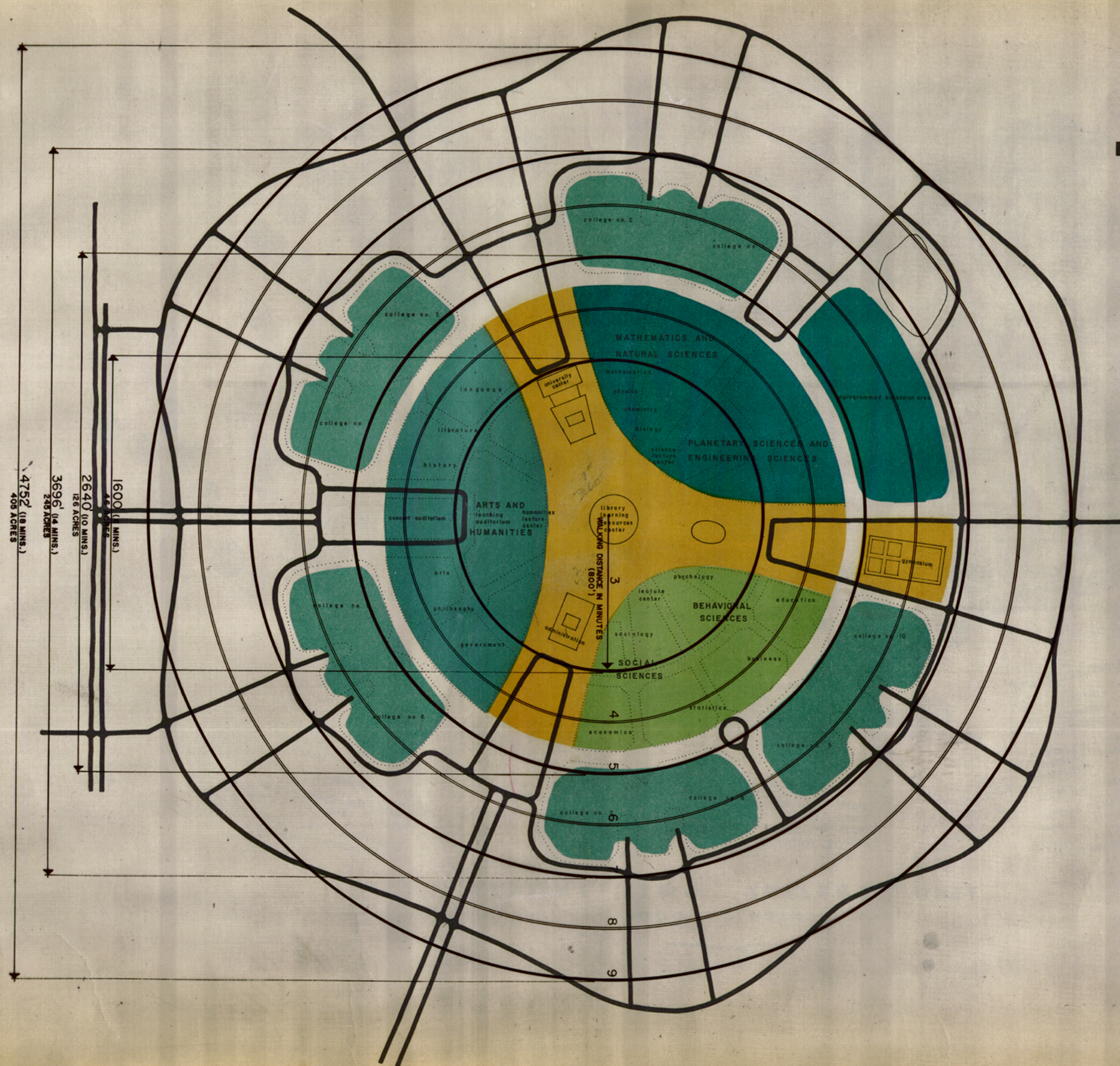


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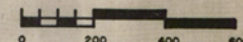
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BUILDING AREA PLAN



- 32 ACRES ARTS AND HUMANITIES
 - 30 ACRES SOCIAL AND BEHAVIORAL SCIENCES
 - 46 ACRES SCIENCES AND ENGINEERING
 - 60 ACRES COLLEGES
 - 22 ACRES CENTRAL FACILITIES
- 190 ACRES



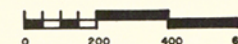
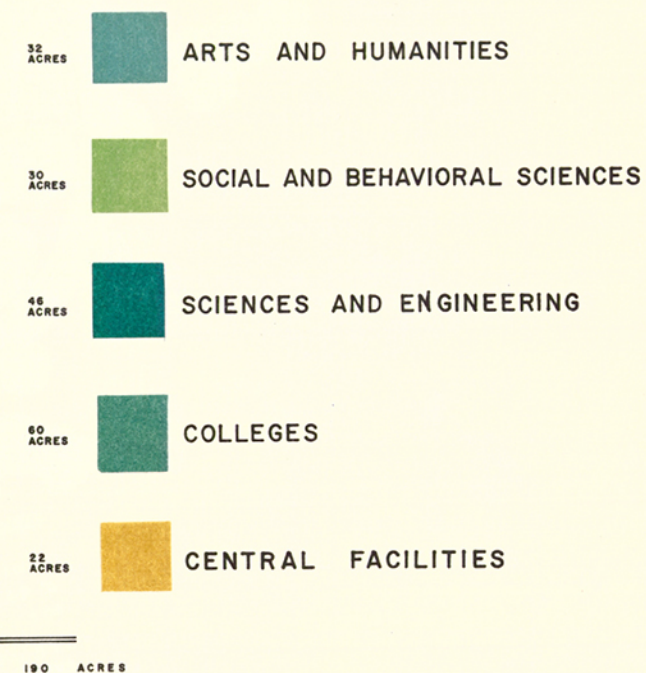
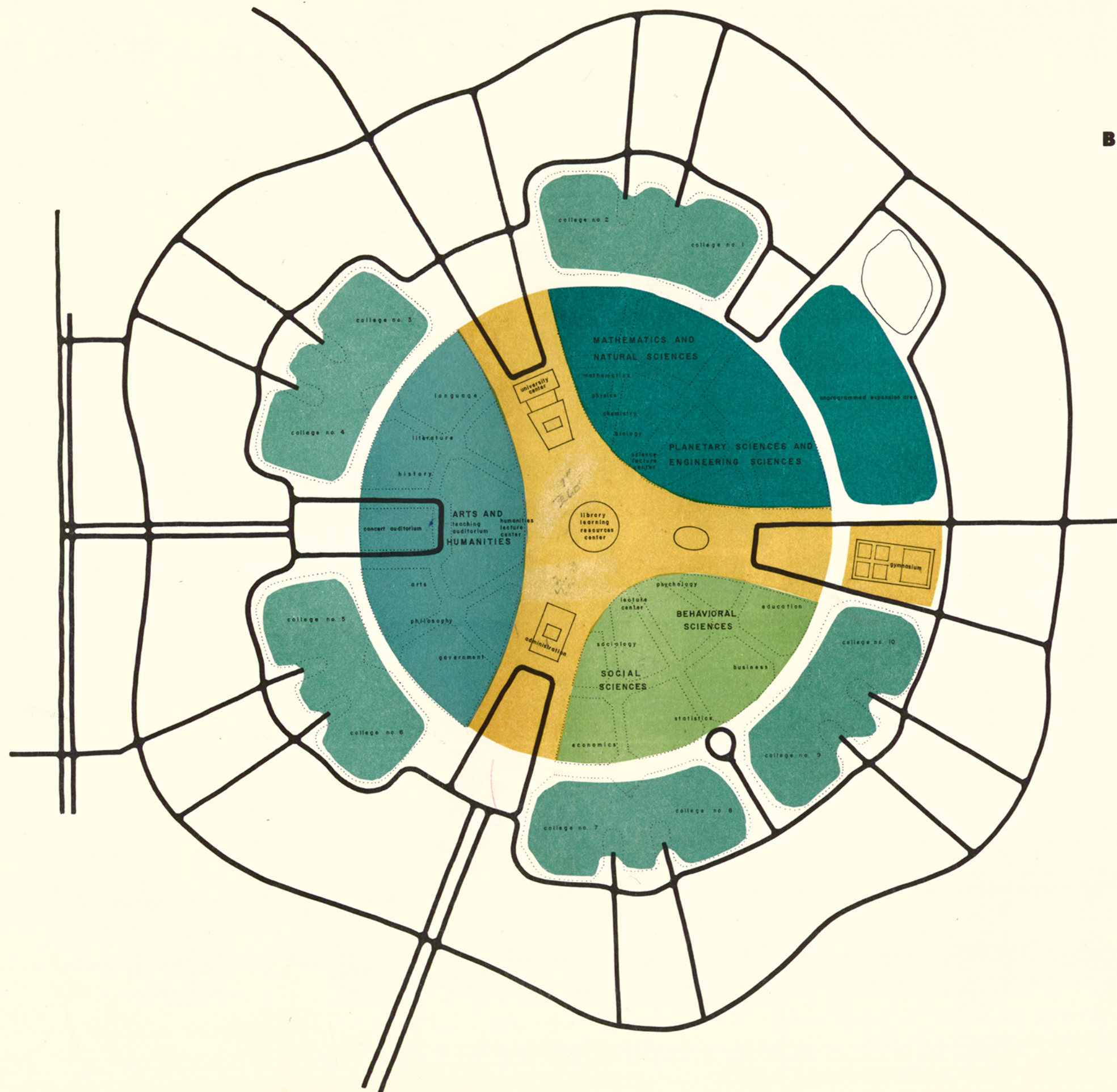
TIME-DISTANCE: ACREAGE SCALE
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BUILDING AREA PLAN



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MARCH, 1965



COLLEGE FOR 1500 STUDENTS

600	RESIDENTS	= 40 %
900	COMMUTERS	= 60 %
19	DORMS AT 32	= 608
APARTMENTS FOR FACULTY		
COUNSELLORS AND VISITING		
PROFESSORS		
STUDY AND RESOURCE CENTER		
GENERAL CLASSROOMS, LECTURE		
AND SEMINAR ROOMS		
FACULTY AND ADMINISTRATIVE		
OFFICES AND CONFERENCE ROOMS		

COLLEGE COMMONS

FOOD SERVICES, BOOKS AND SUNDRIES, STORE
 ACTIVITIES, GAMES ROOM, LOUNGES
 COMMUTER LOCKERS, HEALTH CLINIC
 BARBER AND BEAUTY SHOP, DORMITORY OFFICES
 RECREATION AND PHYS. ED. OFFICES, STORAGE

COLLEGE FOR 1500 STUDENTS

600	RESIDENTS	= 40 %
900	COMMUTERS	= 60 %
19	DORMS AT 32	= 608
APARTMENTS FOR FACULTY		
COUNSELLORS AND VISITING		
PROFESSORS		
STUDY AND RESOURCE CENTER		
GENERAL CLASSROOMS, LECTURE		
AND SEMINAR ROOMS		
FACULTY AND ADMINISTRATIVE		
OFFICES AND CONFERENCE ROOMS		

**TYPICAL TWO COLLEGE UNIT
3000 STUDENTS**

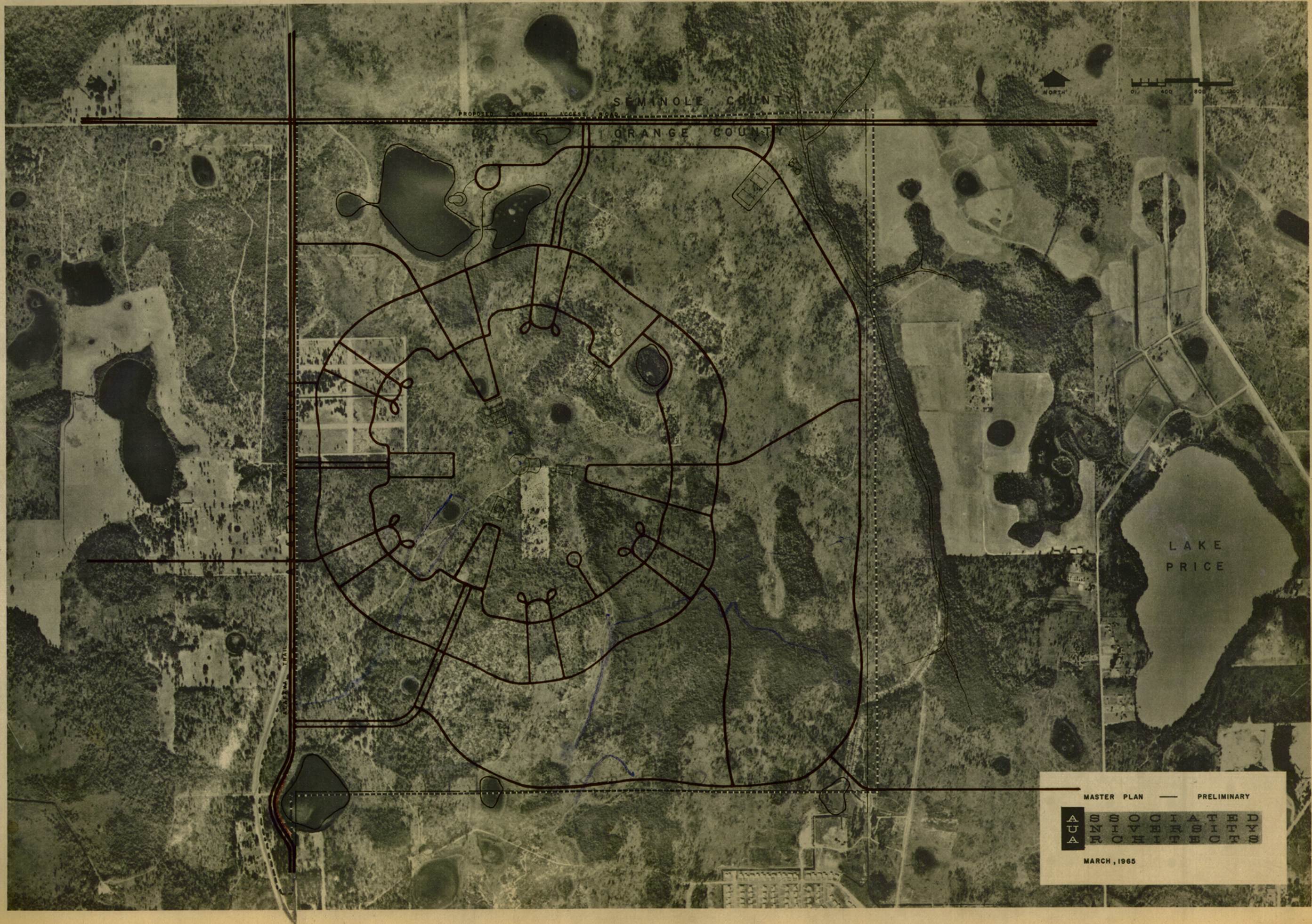
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SCALE

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**A ASSOCIATED
U N I V E R S I T Y
A R C H I T E C T S**

MARCH, 1965





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MARCH, 1965



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MARCH, 1965

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